

AUPHA

Annual Meeting

June 19 – 22, 2013 | Monterey, California

inform
lead innovate stimulate
network learn challenge
advance collaborate
stimulate advance
collaborate network transform
lead collaborate
stimulate innovate
challenge advance
transform inform

**Connecting Great Ideas
and Great People**

8:00 am – 5:00 pm

2013 Global Symposium (separate registration required)

De Anza 1

3:00 pm – 5:00 pm

Online Program Directors Meeting

Redwood 2

5:15 pm – 6:15 pm

2013 Global Symposium Reception (separate registration required)

Cottonwood Courtyard

7:30 am – 12:30 pm

Undergraduate Certification Reviews*Please see review schedule at registration desk*

9:00 am – 10:15 am

CAHME 2013 Update

Portola Room

10:30 am – 12:30 pm

Faculty Forum Leaders Meeting

Bonsai 3

12:00 pm – 12:30 pm

Upsilon Phi Delta Meeting

Bonsai 1

1:00 pm – 2:45 pm

Welcome & Opening General Session

Serra Ballroom

Pattullo Lecture: The Chihuly Effect - Leadership in a Transformational Era

3:00 pm – 4:00 pm

Education Sessions:

- Discover the Flipped Classroom and Turn Lectures on their Head!
- How We Teach Cultural Competency
- In-Class Permanent Teams in a Team-Lecture Hybrid Instructional Strategy
- Teaching Project Management to Healthcare Professionals: A Much Needed Skill!
- To Infinity and Beyond! Your Program as Catalyst to Best Practice Exchange

Portola Room

Bonsai 1&2

Ironwood

Cottonwood

Redwood

4:15 pm – 5:30 pm

AUPHA Business Meeting

Serra Ballroom

5:30 pm – 6:15 pm

New Member & First-Time Attendee Reception (by invitation)

Lower Atrium

6:15 pm – 8:00 pm

Welcome Reception

Lower Atrium

7:00 am – 8:15 am

Breakfast General Session

De Anza

Understanding the Dilemma in Achieving Diversity in Healthcare Management Faculty

7:15 am – 8:15 am

Meetings:

- Undergraduate Program Committee Meeting
- Finance Committee Meeting

Bonsai 1&2

Ironwood

8:30 am – 9:30 am

Education Sessions:

- A Massive Online Open Course Experience for Global Healthcare Management Education
- Competency Based Assessment: Assigning Professional Scenarios
- Enhancing Cross-Discipline Quality Education by Integrating Core Curriculum, Diverse Performance Improvement Methodologies, and Student-Driven Projects
- Increasing Engagement and Professional Readiness by Using an HR Simulation
- One Thing Leads to Another: Transforming the Health System/Health Administration Curriculum

Portola Room

Bonsai 1&2

Ironwood

Cottonwood

Redwood

9:45 am – 11:00 am

AUPHA Member Benefit Showcase

Exhibit Hall

Benchmarking Platform / HAMPCAS / Mastering the AUPHA Network

9:45 am – 10:15 am

Education Mini-Sessions:

- If You Build It, Will They Come? Development of an On-Campus Residency for Online Students
- Recipe for Success: Key Ingredients for an Effective Student Learning Organization
- Reflection in Action: Designing an Online Learning Plan for Student Engagement & Reflection
- Writing Well: Teaching Students Professional Writing Skills

Ironwood

Cottonwood

Redwood

Bonsai 1&2

10:25 am – 10:55 am

Education Mini-Sessions:

- Developing Case Studies for Classes and Competitions Using Secondary Data
- Good Teachers are Good Authors: It's a Textbook Case
- Learning How to Individualize & Energize Online MHA Educational Experiences via Simulations
- Saving the Healthcare System: One Simulation at a Time

Ironwood

Cottonwood

Redwood

Bonsai 1&2

11:00 am – 12:00 pm

Faculty Forum Meetings

Please see page 13 for the full schedule

12:00 pm – 1:15 pm

Prizes & Awards Recognition Lunch

De Anza

1:15 pm – 2:15 pm

Poster Session & Dessert

De Anza

2:30 pm – 4:00 pm

General Session: Evidence-Based Management in Healthcare: Adding Value in Training and Practice

Serra Ballroom

4:15 pm – 5:15 pm

Faculty Forum Meetings

Please see page 13 for the full schedule

6:15 pm – 8:00 pm

William B. Graham Prize Dinner

De Anza

7:00 am – 8:30 am

Breakfast & Faculty Town Hall Meetings:

- Graduate Faculty Meeting *De Anza 1*
- Undergraduate Faculty Meeting *De Anza 2*

8:45 am – 9:15 am

Education Mini-Sessions:

- A Healthcare Quality/Patient Safety Course: On-Ground to On-Line (One Professor's Journey) *Ironwood*
- Emergency Preparedness: Will your Program Survive the Storm? *Cottonwood*
- MHA vs MBA: Perspectives from Executives in the Field *Redwood*
- Program Assessment: Planning to Evaluate Experiences *Bonsai 1&2*

9:25 am – 9:55 am

Education Mini-Sessions:

- Connecting with the New Generation of Students: Use of Games in the Classroom *Ironwood*
- Creating International Linkages among Providers, Academia, and Students *Cottonwood*
- Do We Really Have to Teach Grammar in a Graduate Program? *Ironwood*
- Public Health System Partnerships: Engaging Local Boards of Health in Educating a Future Healthcare Management Workforce *Bonsai 1&2*

10:05 am – 10:35 am

Education Mini-Sessions:

- Effectiveness of Alternative Peer-Review Methods for Graduate and Undergraduate Students *Cottonwood*
- How to Develop Students' Information Literacy Competencies Needed for Information-Intensive Careers *Redwood*
- The Extended Residency: The Valuable Hybrid of the Summer Residency and the Yearlong Residency *Bonsai 1&2*
- Professionalism: An Essential Attribute for Career Success for Aspiring Health Administrators *Redwood*

8:45 am – 10:35 am

Member Benefit Showcase

Exhibit Hall

Benchmarking Platform / HAMPCAS / Mastering the AUPHA Network

11:00 am – 12:00 pm

Faculty Forum Meetings

Please see page 18 for the full schedule

11:00 am – 12:00 pm

CAHME Fellowship Opportunities

Redwood

12:00 pm – 1:30 pm

Roundtable Discussions & Lunch

De Anza

12:30 pm – 1:30 pm

Workshops & Meetings:

- JHAE Editorial Board Meeting *Bonsai 1*
- 2014 Annual Meeting Planning Committee Meeting *Bonsai 2*
- Undergraduate Pre-Certification Workshop (by invitation) *Ironwood*

1:45 pm – 3:00 pm

Education Panel Sessions:

- Embracing Janus: Myths and Realities of the Past and Future of Online Programs *Serra Ballroom*
- HAMPCAS: Connecting Applicants, Resources and Programs *Portola Room*
- The Post-Graduate Fellowship Chase: Best Practices, Pitfalls, and Improvements *Bonsai 1&2*

3:30 pm – 5:00 pm

Studer Group Forum: A Conversation with Rhonda Scott

Serra Ballroom

5:00 pm – 7:00 pm

Closing Reception

Memory Garden

8:00 am – 9:30 am

Farewell Breakfast

Lower Atrium

AUPHA

inform

lead innovate stimulate

network learn challenge

advance collaborate

stimulate advance

collaborate network

firm lead collaborate

stimulate innovate



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2012 - 2013 Professional Development Committee

KEN JOHNSON, PhD, FACHE
Committee Chair
 Associate Dean
 Weber State University

MONA AL-AMIN, PhD
 Assistant Professor
 Suffolk University

ROSEMARY CARON, PhD, MPH
 Associate Professor
 University of New Hampshire

LEIGH CELLUCCI, PhD
 Associate Professor
 East Carolina University

BOB CURTIS, DHA, FACHE
 Dean, College of Health & Public
 Administration and Program Chair,
 MHA Program
 Franklin University-Columbus

MARK DIANA, PhD
 Assistant Professor & MHA Program
 Director
 Tulane University

DAN DOMINGUEZ, JR., PhD
 Director & Associate Professor of Health
 Administration
 University of the Incarnate Word

JOHN FICK, EdD, FACHE
 Associate Professor
 Siena Heights University

SAM FRIEDE, FACHE
 Assistant Professor
 University of Pittsburgh

EDDIE HOOKER, MD, DrPH
 Assistant Professor
 Xavier University

LAVONNA LEWIS, PhD
 Teaching Professor
 University of Southern California

WARREN MCDONALD, PhD
 Director, The Professional MBA &
 Co-Director/Professor, Health Administration
 Methodist University

BEVERLY MIHALKO, PhD
 Assistant Professor
 Eastern Michigan University

RICK NARAD, DPA, JD, FACHE
 Professor & Program Director
 California State University - Chico

REID OETJEN, PhD
 Director, HSA & e-MSHA Graduate
 Programs & Associate Professor
 University of Central Florida

DALE SANDERS, DO, MBA
 Director, Health Care Administration
 Alma College

DIANE SPOKUS, MCHES
 Instructor
 Pennsylvania State University

DAVID TATAW, PhD, MMIS, MPA
 Chair & Associate Professor
 College of Saint Elizabeth

TOM VAUGHN, PhD, MHSA
 Associate Professor & MHA Director
 University of Iowa

KAREN VOLMAR, JD, MPH
 Executive Director, MHA
 Pennsylvania State University

AUPHA Staff

LIZA ASSEFA
 Accounting Manager

KRISTI DONOVAN, MS, CAE
 Senior Director of Professional Affairs

LUCINDA FLOWERS
 Senior Director of Education

LACEY MECKLEY
 Director of Membership

LYDIA MIDDLETON, MBA, CAE
 President and Chief Executive Officer

KIMBERLY STARKS
 Director of Finance and Administration

JAIME STEPHENS, CMP
 Vice President

NEASHA STEPHENS
 Office Manager

STEPHANIE WILLIAMS
 Manager of Student Affairs

Hours

Registration & Information Desk

De Anza Foyer

Tuesday, 7 am - 5 pm

Wednesday, 7 am - 5 pm

Thursday, 7 am - 5 pm

Friday, 7 am - 5 pm

Exhibit Hall

De Anza Foyer

Wednesday, 12 pm - 4:30 pm

Thursday, 8 am - 2:30 pm

Friday, 8 am - 12 pm

Posters on Display

De Anza Ballroom

Wednesday, 12 pm - 4 pm

Thursday, 7 am - 5 pm

Friday, 7 am - 3 pm

Poster Prizes provided by:



HealthAdministrationPress

Foundation of the American College of Healthcare Executives



Carrie Owen Plietz, MHA

Chief Executive Officer
Sutter Medical Center Sacramento



Pattullo Lecture

Raising patient satisfaction is just one of many goals for Carrie Owen Plietz. Owen Plietz joined Sutter Medical Center Sacramento as chief operating officer in early 2011, and was named CEO in July later that year. Prior to joining Sutter, Owen Plietz held a similar position at Mills-Peninsula Health Services in Burlingame, serving as one of the driving forces behind major healthcare initiatives.

In just two years, she helped implement Sutter Health's first acute care electronic health record system, developed an on-campus, stand-alone skilled nursing facility, and reached the highest employee satisfaction results in five years. Her work to satisfy the needs of those around her was highly recognized when she received the ACHE 2010 Robert S. Hudgens Memorial Award for Young Healthcare Executive of the Year, the award presented to an exceptional healthcare executive under 40.

After graduating from James Madison University in Virginia, Owen Plietz completed a master's degree in health administration and a fellowship in health law at Virginia Commonwealth University.

Join Us in Congratulating our
2013 Prize Winners



The William B. Graham Prize for
Health Services Research

Dorothy Rice, ScD
University of California-San Francisco



Rhonda Scott, PhD, RN

Chief Nursing Officer & Executive Vice President
Grady Health System



Studer Group Forum

Dr. Rhonda A. Scott is the Chief Nursing Officer and Executive Vice President of Patient Care Services at Grady Health System. She received her Bachelor of Science in Nursing from the University of Tennessee at Chattanooga, Master of Science in Nursing from Rush University, and a PhD in Nursing Science with a focus on Advanced Practice Nursing and Healthcare Administration from Georgia State University. Dr. Scott is also a graduate of the Johnson & Johnson - Wharton Fellows Program in Management for Nurse Executives from The Wharton School of Business at the University of Pennsylvania.

Dr. Scott began her nursing career in the Critical Care Units at the University of Alabama Hospitals in Birmingham. During her 28-year nursing career, Dr. Scott acquired experience as a critical care nurse educator, clinical nurse specialist, entrepreneur, author, researcher, consultant and administrator. She has been widely recognized for creating a positive work environment for nurses, eliminating the use of contract agency nursing, leading teams in the successful implementation of the EHR, improving the visibility of nursing in the workplace with the return of the traditional white uniform, implementing shared governance, establishing top-rated nursing recognition programs, and partnering with colleges and universities to increase the number of BSN and graduate level nurses.

Dr. Scott has been widely recognized for her achievements in nursing. She received the coveted Tenet Healthcare Corporation Outstanding Chief Nursing Officer of the Year Award - the highest recognition for Nursing Leadership & Administration, the "Up and Comers Award" from Modern Healthcare magazine for rising stars in healthcare management, and numerous other awards.



The Gary L. Filerman Prize for
Educational Leadership

Stephen Mick, PhD, FACHE
Virginia Commonwealth University



The John D. Thompson Prize for
Young Investigators

Diana Bowman, LLB, PhD
University of Michigan

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Special Thanks

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AUPHA Member Benefits Showcase

Members of the AUPHA staff will be on hand to meet and greet members and share their expertise in the areas below.

BEHM: Interested in learning how your program can benefit from the Benchmarking for Education in Healthcare Management (BEHM) platform? Stop by the Benchmarking Demo Booth in the exhibit hall to view the platform and learn how you can pull reports to compare your program's data to that of other AUPHA member programs.

HAMPCAS: Discover how HAMPCAS, the centralized application service, can benefit your applicants, admissions team, and program through an interactive demonstration of its reporting capability, marketing opportunities, and streamlined application process. Stop by the HAMPCAS Demo Booth in the exhibit hall to learn how.

NETWORK: Are you on the AUPHA Network? Learn how you can leverage your peer community to build your success through a demonstration of the site. Stop by the Network Demo Booth in the exhibit hall and bring your questions.

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Schedule Details by Day



Tuesday, June 18

2013 GLOBAL SYMPOSIUM & RECEPTION

8:00 am - 6:15 pm

De Anza 1

Global Models of Strategic Management*

The 2013 Global Symposium is a workshop centered on evidence-based strategic management models and application by health services organizations in a variety of countries undergoing health system reform. The purpose of this symposium is to provide a succinct review of managerial best practices from a variety of countries and health systems with a focus on the degree to which strategic management models and relevant competencies taught in healthcare management programs are applicable cross-nationally and cross-culturally. We will also consider the relationship between health services organizational strategy and national policy goals related to cost, access, and quality.

During the symposium, case studies will be presented by international speaker panels to highlight how strategic management models and relevant competencies successfully work in various countries and identification of universal model elements that work across nations and cultures. Discussion of future directions for teaching and research on effective global strategic management models, relevant competencies, and best practices will be encouraged.

** Separate registration is required to attend this session. Please see separate attendee program for Symposium details and speakers.*

PRE-CONFERENCE MEETING

3:00 pm - 5:00 pm

Redwood 2

Online Program Directors' Meeting

Faculty leading online programs will meet to discuss common interests and challenges. All online program leaders are welcome to attend. This will be an opportunity to start sharing best practices and identifying areas where AUPHA can provide support to online programs.

PRE-CONFERENCE SESSION

9:00 am - 10:15 am

Portola

CAHME 2013 Update

ERIC BRICHTO, JD, *Commission on Accreditation of Healthcare Management Education*

DANIEL WEST, PhD, *University of Scranton*

MARGARET SCHULTE, DBA, *Commission on Accreditation of Healthcare Management Education*

Join us for an update on the current status of CAHME accreditation, with implementation of the competency-based criteria and e-accreditation module.

OPENING GENERAL SESSION

1:00 pm - 2:45 pm

Serra Ballroom

Pattullo Lecture

The Chihuly Effect: Leadership in a Transformational Era

CARRIE OWEN PLIETZ, MHA

Chief Executive Officer, Sutter Medical Center Sacramento

Embracing the Chihuly Effect means imagining and progressing up a career path, though filled with immense challenges and potentially life altering moments, that is bold and full of life. Healthcare leaders must provide the unrestrained optimism to bridge the gap between today's reality of a broken system to the potential of healthcare beyond the Affordable Care Act. Owen Plietz will share her personal journey to the C-suite of Sutter Health's Sutter Medical Center, how Sutter Health is preparing for a successful future, and just what it takes to make an A-grade in Leadership in these transformational times.

generously supported by



Discover the Flipped Classroom and Turn Lectures on their Head!

Portola

KENNETH KNAPP, PhD, *Seton Hall University*

ANNE HEWETT, PhD, *Seton Hall University*

NALIN JOHRI, PhD, *Seton Hall University*

Are you still searching for strategies to actively engage your students and make learning fun? Do you wish to increase student participation and repurpose class time? This panel presentation introduces the Flipped Classroom model and will help you transform your classroom, leaving the over-used lecture technique behind. During this interactive session, panel members will provide a brief overview of the Flipped Classroom model, followed by short video examples from courses in healthcare economics, research methods, and community health/epidemiology. Session participants will use a sample template to design a Flipped Classroom unit for one of their courses, followed by a step-by-step process demo for creating an audio/video lecture to facilitate the move towards the Flipped Classroom model.

How We Teach Cultural Competency

Bonsai 1 & 2

AMY DORE, DHA, *Metropolitan State University of Denver*

SALVADOR ESPARZA, DHA, *California State University, Northridge*

LAVONNA LEWIS, PhD, *University of Southern California*

This workshop focuses on how three different academic programs teach cultural competency in undergraduate and graduate programs. Highlights include methods of teaching cultural competency, geared towards the Latino culture, with specific attention on provider sensitivity, cultural-based healing, and cultural concordance. Attendees will also learn how to teach cultural competency with a focus on how worldview influences interactions across racial and ethnic populations, generations, gender, religion, and disability. Lastly, panelists will discuss the outcomes of a faculty/student research project aimed towards understanding and promoting cultural proficiency, competency, and awareness of health disparities in the world of healthcare administration.

In-Class Permanent Teams in a Team-Lecture Hybrid Instructional Strategy

Ironwood

DAVID TATAW, PhD, *College of Saint Elizabeth*

Learn about the conceptual framework, implementation, and evaluation of in-class permanent teams in health management education within a team-lecture hybrid course design at both undergraduate and graduate levels. This session covers rationale, design, and implementation, as well as outcome measures. A variety of evaluation methodologies will be covered, along with a review of the quantitative and qualitative process, outcome data, and lessons learned. This work is based on the presenter's current intervention research on group activities in public affairs and health management education implemented in 2012/2013. The presenter's background includes two decades of experience in implementing team work designs in disability, health services, and educational settings.

Teaching Project Management to Healthcare Professionals: A Much Needed Skill!

Cottonwood

CINDY LEROUGE, PhD, *Saint Louis University*

KATHRYN SCHWALBE, PhD, *Augsburg College*

One-fourth of the world's GDP is spent on projects; many of those are related to healthcare. Changes in policy, technology, and business models are increasing the volume, pace, and complexity of healthcare. Employers list project management skills second only to communications and technical skills as being necessary for new college graduates. Many business, information technology, and engineering degree programs now require courses in project management. It's time for healthcare programs to do the same! The lead presenter has written several books on project management, including a new release targeting healthcare professionals. Her co-presenter will share her experiences teaching healthcare project management in both traditional and blended formats. Learn how you can provide a much needed and desired course at your institution!

EDUCATION SESSIONS 3:00 PM - 4:00 PM

To Infinity and Beyond! Your Program as Catalyst to Best Practice Exchange

Redwood

LEE BEWLEY, PhD, *Army-Baylor University*

Find out how one graduate program in health administration developed a method for collecting and sharing health service best practices from premier healthcare facilities across the country. After two years, the program has collected over 90 best practices from over 35 sites. The genesis of this idea, the process by which best practices are collected, validated, and

shared, as well as how the process can be adapted by any program with an internship, residency, or other applied instructional requirement, will be shared. Learn how this process can provide significant value for key stakeholders and ultimately help to improve the US health delivery system.

BUSINESS MEETING & RECEPTIONS

4:15 pm - 5:30 pm

Serra Ballroom

AUPHA Business Meeting

Learn about AUPHA accomplishments over the past year and discover what is on the horizon for the coming year.

5:30 pm - 6:15 pm

Lower Atrium

New Member & First-Time Attendee Reception

New members and first-time attendees are invited to meet and mingle with the AUPHA leadership and staff to learn more about the Annual Meeting, the association, and its members at this informal reception.

6:15 pm - 8:00 pm

Lower Atrium

Welcome Reception

Reconnect with colleagues and meet new friends as the 2013 Annual Meeting kicks off.

Understanding the Dilemma in Achieving Diversity in Healthcare Management Faculty

TONDRA MOORE, JD, PhD, *Texas State University-San Marcos*

EBBIN DOTSON, PhD, *City Colleges of Chicago*

KEITH ELDER, PhD, *Saint Louis University*

This session will help program directors, faculty, and healthcare leaders identify areas of concern revealed by a study of underrepresented minority faculty in healthcare management undergraduate and graduate programs. The study focuses on recruitment, retention, and tenure. The Princeton Area Health Foundation, through a Robert Wood Johnson Foundation President's Award and AUPHA have funded the SILLUNT Study (Studying Issues Limiting Underrepresented Minorities in Teaching and Tenure in Healthcare Management), exploring of the academic landscape of healthcare administration or management faculty.

EDUCATION SESSIONS 8:30 AM - 9:30 PM

A Massive Online Open Course Experience for Global Healthcare Management Education

Portola

WILLIAM AARONSON, PhD, *Temple University*

MAYSOUN D. MASRI, PhD, *University of Central Florida*

BERNARDO RAMIREZ, MD, *University of Central Florida*

CHERIE RAMIREZ, PhD, *Harvard Global Health Institute*

This session provides a forum to analyze and discuss the experience of a massive online open course (MOOC) in international health systems and the opportunities for collaborative global health management education. The course will be taught during the spring of 2013 by the authors, involving a team of US and foreign program faculty utilizing innovative audiovisual, Web2.0, and distributed learning technologies, as well as exploring the revolutionary concepts of MOOCs such as flipped classes, peer-reviewed assessments, and badges. Lessons learned, obstacles, and future perspectives to use MOOCs as an additional strategy to improve program and curricular outcomes will be discussed by the audience.

Competency Based Assessment: Assigning Professional Scenarios

Bonsai 1 & 2

ABBY KAZLEY, PhD, *Medical University of South Carolina*

MICHAEL MEACHAM, JD, *Medical University of South Carolina*

With competency development serving as CAHME's core in accreditation, teaching is replacing lecture with facilitated discussion emphasizing the development of critical thinking and communication tools, parallel with content knowledge. Assessment tools also merit revision. This session provides faculty a method to

develop assignments mimicking students' roles as young professionals. The assignments require students to respond to specific situations by written memo, mini-reports, and oral presentation, thus strengthening analytical and communications competencies. Specific assignments and rubrics will be provided.

Enhancing Cross-Discipline Quality Education by Integrating Core Curriculum, Diverse Performance Improvement Methodologies, and Student-Driven Projects

Ironwood

PATRICIA CLOONAN, PhD, *Georgetown University*

BERNARD HORAK, PhD, *Georgetown University*

JASON ORMSBY, PhD, *Georgetown University*

Learn about the development of a highly successful integration of relationships with providers, methodologies promoted through Georgetown University's Institute for Healthcare Improvement student chapter, and Lean Six Sigma training. Combined, the program has developed over 20 initiatives, all highly impactful and publicized. With dedicated faculty and projects driven by student interests, the presenters have demonstrated the benefits of integrating core quality curriculum and IHI/LSS training with real-world care delivery improvement projects that: 1) highlight the program and offer providers substantial process enhancements; 2) often focus on areas of care that are overlooked by internal performance improvement efforts; 3) promote collaboration between health administration, medicine and nursing students; 4) result in LSS Green Belt certification; and 5) offer students relevant experiences that promote career development and often lead to job opportunities.

Increasing Engagement and Professional Readiness by Using an HR Simulation

Cottonwood

MIKE MERRIGAN, JD, *Mercy Hospital*
DAVID RAHN, MS, *California State University, Chico*

This presentation will demonstrate a web-based simulation designed to give health administration students exposure to a simulated management environment. The primary goal of the simulation is for students to make decisions which optimize key performance indicators (KPIs). Student teams work as advisors to HR and make recommendations on initiatives in HR practice areas. Additionally, students are faced with decisions when “incidents” occur within the workplace. Incidents come from a variety of important areas such as ethics, harassment, and other current workplace issues. Students are also exposed to a variety of skill builders including forecasting, improving recruitment sourcing, and designing effective compensation systems. After all teams have entered decisions, the game is advanced, KPIs are updated, and student teams examine results and update their strategies.

One Thing Leads to Another: Transforming the Health System and the Health Administration Curriculum

Redwood

SHERRIL GELMON, DrPH, *Portland State University*
JILL RISSI, PhD, *Portland State University*
NEAL WALLACE, PhD, *Portland State University*

The Oregon health system is undergoing a major transformation. Key components of this transformation are the implementation of a Primary Care Home (PCH) model and Coordinated Care Organizations (a.k.a. ACOs). The magnitude of these changes affects every aspect of the system, including the organization, financing, accountability, processes, metrics, and individual and population health outcomes. The presenters are members of a multi-disciplinary team that is evaluating PCH and CCO implementation and outcomes, and incorporating findings from that research into student learning objectives and competencies across the graduate health management and policy curriculum. Drawing on timely and relevant research, the presenters will translate system reform into course content, learning objectives, competencies, and a competency model for the future of graduate health management education.

If You Build It, Will They Come? Development of an On-Campus Residency for Online Students

Ironwood

DENISE HILL, JD, *Des Moines University*
CARLA STEBBINS, PhD, *Des Moines University*

A graduate healthcare administration program offering a majority of coursework online identified the need to increase student engagement with the faculty, program, and university. The program targets early- to mid-career students who seek the flexibility of online course delivery. Students are not organized by academic year cohorts, and running at full capacity, up to 90 of the program's total 250 students will be on-campus during a five-day residency. The presenters will share the background work from an academic and logistics perspective in creating a series of three, five-day on-campus residencies for students in an online program.

Recipe for Success: Key Ingredients for an Effective Student Learning Organization

Cottonwood

BEVERLY MIHALKO, PhD, *Eastern Michigan University*

While students often join a program-sponsored student organization to build their resumes, a well-structured student organization can be a gateway to greater experiential learning and professional growth potential. Effective design strategies applied to comprehensive course development, including significant learning opportunities in a student learning organization, can promote and support significant student engagement and learning. This session will examine a comprehensive approach to promoting active involvement of student membership as a means of strengthening their networking, leadership, team-building, collaboration, and professional skills.

Reflection in Action: Designing an On-Line Learning Plan for Student Engagement and Reflection

Redwood

SHEILA MCGINNIS, PhD, *George Washington University*

This session will present a successful learning plan based on reflective practice and adapted from adult learning theory. The central framework consists of presenting foundational concepts, sharing prior experiences, formulating recommendations for action, and reflecting on practice. This learning sequence progresses from theory to practice to reflection in a way that learners' exploration of the topic makes their experiences a learning laboratory and leads to social construction of knowledge. It has been effectively used in an online graduate certificate program to engage learners and promote learning from experience. Students' reactions to this learning plan will also be shared. Session participants will understand the overarching logic of the framework and how it can benefit their students.

Writing Well: Teaching Students Professional Writing Skills

Bonsai 1 & 2

RENEE HOTCHKISS, PhD, *Georgia Southern University*

What does it mean to write well? Many students do not know the answer to that question or where to even begin. As future administrators, students need to not only be able to write well but must become professional writers. Business letters, memos, emails, executive summaries, policy briefs, etc., are all potential daily activities for students that must communicate concise, clear, correct, and effective messages. This session will outline pedagogical techniques and strategies that can be adopted in both graduate and undergraduate classrooms to improve a student's professional writing skills. This session will also function as a workshop in which participants will be able to share teaching tips and tools, leaving with techniques to potentially adopt in their courses.

Developing Case Studies for Classes and Competitions Using Secondary Data (and a little storytelling)

Ironwood

JEFFREY HELTON, PhD, *Metropolitan State University of Denver*

Compiling management cases can be a rewarding experience for faculty, leading students to greater proficiency through working out real world problems. Developing cases, however, can be difficult if faculty do not have industry experience or connections to practitioners with challenging management quandaries. This session will review the use of publicly available secondary data sources to add real-life details to cases built around headlines or anecdotes. A review of the public use secondary data sources usable to develop management cases will be presented and illustrated by an actual example built on a general anecdote and expanded into a graduate competition case. The session will conclude with a case-building exercise using anecdotes suggested by session attendees.

Good Teachers are Good Authors: It's a Textbook Case

Cottonwood

JANET DAVIS, *Health Administration Press*

MICHAEL CUNNINGHAM, *Health Administration Press*

Have you ever wondered how new textbooks originate? Whether you are interested in becoming an author or simply interested in learning more about this aspect of education, you are invited to join us to learn about the behind-the-scenes activities that produce the books used in healthcare management education.

Learning How to Individualize and Energize Online MHA Educational Experiences Via Simulations

Redwood

THOMAS MCKEE, PhD, *Medical University of South Carolina*

MHA online education can be enhanced via simulations. Simulations can offer three major advantages for students: 1) they can provide almost unlimited sets of data for students to practice with; 2) they can provide instant feedback about student results; and 3) they can be used to solve real world problems which involve significant uncertainty. Faculty will first be shown how to easily create simple simulations which can be used for structured, closed form problems, followed by a demonstration on how to set up and solve problems

which involve uncertainty about variables. Readily available, inexpensive commercial software will be used for both types of simulations. Participants will receive a compact disc containing working simulations at the conclusion.

Saving the Healthcare System: One Simulation at a Time

Bonsai 1 & 2

MARK SCIEGAJ, PhD, *Pennsylvania State University*

HealthBound is an online simulation, created by the Centers for Disease Control (CDC), to help players understand how different healthcare interventions can impact mortality, morbidity, and costs over time. HealthBound is used in a large lecture course to help students better understand the many health policy options and the impacts each one can have. Students are randomly assigned one of more than fifteen roles including consumers, insurance, providers, and businesses. In small diverse groups, students are charged to save lives, improve well-being, achieve health equity, and lower healthcare costs per capita. This session describes how to implement this activity in any size class to create a learning experience where students can experience the difficulty and tension associated with enacting healthcare policy.

Studer Raffle

For the fifth consecutive Annual Meeting, Quint Studer, founder of the Studer Group, has generously offered to visit three AUPHA full member programs in 2014. All faculty from full member programs who are attending the Annual Meeting (and have not previously hosted Quint on their campus) are eligible for the drawing.

Three programs win a visit from Quint, who will speak to your students, faculty, local healthcare executives...whatever audience you choose!

This year's drawing will be held at the Studer Group Forum on Friday at 3:30 pm

You must be present to win.

MEETINGS & EVENTS

11:00 am - 12:00 pm

Faculty Forum Meetings

Diversity	<i>Bonsai 1</i>
Health Information Management	<i>Bonsai 2</i>
Medical Group Practice/Ambulatory Care	<i>Ironwood</i>
Online Teaching & Technology	<i>Cottonwood</i>
Quality Improvement	<i>Redwood</i>

12:00 pm - 1:15 pm

De Anza

Prizes & Awards Luncheon

Please join us in congratulating the 2013 winners of the *Gary L. Filerman Prize for Educational Leadership* and the *John D. Thompson Prize for Young Investigators*.

1:15 pm - 2:15 pm

De Anza

Poster Session & Dessert

Come support your colleagues by letting them share their innovative research and new programs -- all while enjoying a delicious dessert. The poster session will provide participants with the opportunity to discuss the research-based program or strategy with the author(s) of the poster.

GENERAL SESSION

2:30 pm - 4:00 pm

Serra Ballroom

Evidence-Based Management in Healthcare: Adding Value in Training and Practice

ANTHONY KOVNER, PhD, *NYU Wagner* - Moderator
 LYNN MCVEY, *Meadowlands Hospital Medical Center*
 TOM RUNDALL, PhD, *Berkeley University*
 ERIC BARENDT, *The Center for Evidence-Based Management*

Why is management less evidence-based than medicine? Should it be more evidence-based? And if so, how can we as faculty start to move education and practice in that direction? A panel of faculty and practitioner experts will explore these questions and many more in a lively discussion of evidence-based management in healthcare and our role in promoting this style of management in both training and practice.

MEETINGS & GRAHAM PRIZE DINNER

4:15 pm - 5:15 pm

Faculty Forum Meetings

Ethics	<i>Bonsai 1</i>
Finance, Economics & Insurance	<i>Bonsai 2</i>
Global Healthcare Management	<i>Ironwood</i>
Long-Term Care	<i>Cottonwood</i>
Management	<i>Redwood</i>

6:15 pm - 8:00 pm

De Anza

The William B. Graham Prize Dinner

AUPHA joins the Baxter International Foundation in honoring Dorothy Rice, ScD, Professor Emeritus, University of California-San Francisco, for a lifetime of scholarship and contribution to the field of health services research. (*Business attire suggested.*)

FACULTY TOWN HALL MEETINGS & BREAKFAST

7:00 am - 8:30 am

De Anza 1

Graduate Faculty Town Hall Meeting

CHRISTY LEMAK, PhD, *University of Michigan*
SHARON SCHWEIKHART, PhD, *The Ohio State University*

Please join us over breakfast for this town hall-style meeting, moderated by Christy Lemak, AUPHA Board of Directors, and Sharon Schweikhart, Outgoing Chair, AUPHA Board of Directors, to discuss important and timely issues that graduate faculty are currently facing.

7:00 am - 8:30 am

De Anza 2

Undergraduate Faculty Town Hall Meeting

KEITH BENSON, PhD, *Winthrop University*
LACEY MECKLEY, AUPHA

Over breakfast, Keith Benson, PhD, Chair of the Undergraduate Program Committee, will facilitate this town hall-style meeting addressing important issues impacting undergraduate faculty. The upcoming 2013 Undergraduate Workshop, being held October 25-27, 2013 in Chicago will also be discussed.

A Healthcare Quality/Patient Safety Course: On-Ground to On-Line (One Professor's Journey)

Ironwood

ANGELA MATTIE, JD, *Quinnipiac University*

Graduate education is increasingly moving from an on-ground to an online format. This presentation describes how one professor took a well-established healthcare quality course with a field component, guest lecturers, class exercises, and up-to-date material and moved it online. The transition from an on-ground to an online environment while maintaining the “quality” of the course and even enhancing the course through the number of publically available materials on this subject will be discussed. Included will be recommendations on how to develop and implement a field experience for an online healthcare quality course, how to use and locate publically available materials on this subject and incorporate as teaching tools, and how to integrate The Institute for Healthcare Improvement's (IHI's) open school materials into an online course.

Emergency Preparedness: Will Your Program Survive the Storm?

Cottonwood

SHERDEANA OWENS, DDS, *Texas A&M University Corpus Christi*

Is your program or institution prepared to handle a disaster? Do you have an effective emergency or business continuity plan that will allow the continuation of instruction in the face of a disaster, pandemic, or evacuation? Are your faculty aware of the plan? In these times of weather emergencies, school violence, pandemics, and terror, it is important that you have a plan in place to address the continuation of instruction. This presentation will look at the most common types of emergency situations and introduce a model for all-hazards planning.

MHA vs MBA: Perspectives from Executives in the Field

Redwood

SANDRA COLLINS, PhD, *Southern Illinois University Carbondale*

K. SCOTT COLLINS, PhD, *Southern Illinois University Carbondale*

A survey was distributed to determine the perspectives of current hospital CEOs pertaining to the academic preparation best suited for future healthcare executives. Specific information was obtained over a number of years for the purpose of studying potential changes in their perceptions over time. This session will provide faculty of both graduate and undergraduate programs with information regarding the preferences of CEOs pertaining to the desired academic preparation in terms of type of degree, along with complicating factors that mandate the specialized preparation of future healthcare executives.

Program Assessment: Planning to Evaluate Experiences

Bonsai 1 & 2

SUSAN LAWLER, PhD, *Rush University*

Challenges for programs implementing competency-based assessment include identifying outcome measures, engaging faculty, implementing the model, collecting and analyzing data, and measuring student achievement of the competency outcomes. Rush University's Health Systems Management program adopted the National Center for Healthcare Leadership's competency model, implemented the competency-based assessment of student learning program in 2010-11, and started collecting student level data in 2011-12. Rush University faculty will share their experiences with implementing competency-based assessment of student learning in this session. The development and implementation of data collection tools (i.e., rubrics, surveys, course embedded assignments) and curriculum mapping, lessons learned on faculty engagement techniques, and results from the first year of assessment data will be highlighted. Challenges experienced and the current state of the assessment program will be discussed.

Connecting with the New Generation of Students: Use of Games in the Classroom

Ironwood

AMER KAISSI, PhD, *Trinity University*

Classes in most graduate healthcare administration programs meet in three-hour blocks every week. Since the current generation of students is accustomed to being bombarded by numerous media signals, they need a variety of delivery methods, in addition to lectures, to stay focused and interested for three hours at a time. One innovative teaching method that has been used over the last ten years is the use of games, such as “Jeopardy,” “Who Wants to be a Millionaire,” and “Management Football,” where students compete to answer course-related questions in a fun and engaging way. These games can be used on the first day of class to assess students’ knowledge about a specific topic, used periodically to keep students on top of course materials, or as a review tool prior to midterm or final examinations.

Creating International Linkages Among Providers, Academia, and Students

Cottonwood

MEI ZHAO, PhD, *University of North Florida*

The growing global interconnectivity of our healthcare system and our economy is having an unprecedented influence on American society. Health insurance companies are now funding Americans to travel to places like India and Taiwan for quality medical care priced at one-half to one-tenth the cost of that in the United States. For American students to succeed in a changing global economic market, they must not just recognize this global interconnectivity; they must also gain direct knowledge and experience of other cultures in order to become the innovative leaders. A program that provides the transformational international learning experiences for its 450 undergraduate and graduate students will be showcased. This program has significantly enriched students’ learning and personal development so that they are highly prepared for the global economy.

Do We Really Have to Teach Grammar in a Graduate Program?

Redwood

EDMOND HOOKER, MD, DrPH, *Xavier University*

Although no one would argue that students should not come to a graduate program with good writing skills, it cannot be assumed that all students possess adequate writing skills to succeed in graduate school or practice. Future employers, however, expect all graduates from our programs to possess, at a minimum, good writing skills. Xavier University’s graduate program requires all students to write seven essays during their first semester in an introductory course. The essays are on current topics in clinical medicine, with each essay graded for basic grammar, spelling, and style. Students receive specific feedback after each essay before moving on to the next essay. The presenter will share student feedback on the use of the essays and the improvement in essay writing over the course of a semester.

Public Health System Partnerships: Engaging Local Boards of Health in Educating a Future Healthcare Management Workforce

Bonsai 1 & 2

ROSEMARY CARON, PhD, *University of New Hampshire*

The Institute of Medicine concluded that keeping the public healthy required a prepared public health workforce, thus leading to its recommendation that “all undergraduates should have access to education in public health.” In response, the authors studied the feasibility in defining and building collaborations between academicians and members of local boards of health to educate tomorrow’s public health management workforce. Local boards of health were surveyed to: (1) establish a baseline of working relationships between them and academic institutions; (2) examine their role as public health educators; and (3) assess how they promote workforce development. The practical experience and leadership offered by local boards of health is one way to foster an understanding of public health, its importance, practice, and relevance for today’s healthcare administrator.

Effectiveness of Alternative Peer-Review Methods for Graduate and Undergraduate Students of Health Services Administration

Cottonwood

FREDERICK BROWNE, PhD, *Xavier University*

GREGORY LUBIANI, PhD, *Xavier University*

While peer review has been shown to have a positive impact on student writing performance, current research evaluated its effectiveness within classes designed for graduate and undergraduate students in health services administration at a highly ranked academic program. A guided evaluation rubric was used to allow for clear expectations of both the papers submitted and feedback provided. Following the completion of the assignment, students completed a survey to assess their views of both the peer review process, as well as the usefulness of the comments received. Further, alternate approaches of blind and student-chosen peer reviewing are examined to determine the impact from matching methods. The results will aid in the continuous improvement of teaching methodologies and, in turn, increase student performance.

How to Develop Students' Information Literacy Competencies Needed for Information-Intensive Careers

Redwood

PETER OLDEN, PhD, *University of Scranton*

Healthcare management is very information-intensive. Amidst the "information explosion," students and healthcare managers need information literacy (IL) competencies. The Association of College and Research Libraries states that IL enables someone to: determine what information is needed; access needed information ethically, efficiently, and effectively; critically evaluate information and sources; and use information to accomplish a specific purpose. All faculty can help students develop IL competencies. Learn how a professor and librarian collaborated to innovatively design IL into a course (that was not primarily a research course) using on-campus and online methods and a real-world hands-on project. Challenges faced and outcomes achieved are addressed. Faculty can adapt these methods to diverse undergraduate and graduate programs and courses, which also is explained.

Professionalism: An Essential Attribute for Career Success for Aspiring Health Administrators

Ironwood

ED SCHUMACHER, PhD, *Trinity University*

Aspiring administrators who establish their professionalism through mastery of specific skills gain a competitive advantage in healthcare. Students who establish their professionalism early in their career enjoy a distinct advantage in the job market. During a recent CAHME Accreditation visit, Trinity University's "Seminar in Professional Development" was cited as an exemplary model of a unique course designed to help students demonstrate their professionalism early in their careers. Developing a curriculum based on skills commonly associated with professional behavior is critical to ensuring young administrators understand and can demonstrate their professionalism during job or residency interviews. Students who act and dress as professionals gain a level of confidence that enables them to quickly establish their credibility as professional healthcare administrators.

The Extended Residency: The Valuable Hybrid of the Summer Residency and the Yearlong Residency

Bonsai 1 & 2

SAMUEL FRIEDE, FACHE, *University of Pittsburgh*

The successful efforts by an urban CAHME accredited MHA program to not only significantly increase the number of residency hours but also solidly enrich the student and preceptor experience by developing an alternative to the exiting summer residency will be discussed. In response to requests from students, preceptors, and the program's National Advisory Committee for more practical experience, the 16-month extended residency was initiated (part-time during three semesters and full-time during the summer). Lessons learned will be shared from both the failure of an initial pilot program (due to limited interest by executives and students) and the success of the second pilot (preferences by many students and executives for the extended residency). The positive impact on the ranking and matching processes will also be discussed.

MEETINGS & ROUNDTABLE DISCUSSION LUNCH

11:00 am - 12:00 pm

Faculty Forum Meetings

Advancing Women Leaders in Healthcare Management	<i>Portola Room</i>
Health Policy	<i>Bonsai 1&2</i>
Innovative Teaching	<i>Ironwood</i>
Public Health	<i>Cottonwood</i>

11:00 am - 12:00 pm

Redwood

CAHME Fellowship Opportunities

ERIC BRICHTO, JD, *Commission on Accreditation of Healthcare Management Education*
 STEPHANIE SCHERER, JD, *Commission on Accreditation of Healthcare Management Education*
 MARGARET SCHULTE, DBA, *Commission on Accreditation of Healthcare Management Education*

Interested in becoming a CAHME Fellow? Discover the value and challenges of the Fellowship, the potential of evaluation in professional education, and the role and responsibilities of the Fellow as a critical part of the site visit team and accreditation process at this informal information session held by the CAHME staff.

12:00 pm - 1:30 pm

De Anza

Roundtable Discussions Lunch

Please see roundtable topics list included in the front pocket of this program.

12:30 pm - 1:30 pm

Meetings & Workshops

<i>JHAE</i> Editorial Board Meeting	<i>Bonsai 1</i>
2014 Annual Meeting Planning Committee Meeting	<i>Bonsai 2</i>
Undergraduate Pre-Certification Workshop (<i>by invitation</i>)	<i>Ironwood</i>

Embracing Janus: Myths and Realities of the Past and Future of Online Programs

Serra Ballroom

LINDA MAST, PhD, *Rosalind Franklin University*
STEPHEN GAMBESCIA, PhD, *Drexel University*

Based on a recently completed white paper, the authors will present a framework for expanding evidence-based quality assessment processes in an online environment for both undergraduate and graduate peer review programs already established by AUPHA and CAHME. The presentation will include empirical evidence, results of interviews, and government-funded reports.

HAMPCAS: Connecting Applicants, Resources, and Programs

Portola

DEBORAH ERDNER, *Liaison International*
BROOKE HOLLIS, MBA, *Cornell University*
SANDRA POTTHOFF, PhD, *University of Minnesota*
MATTHEW STERN, *Rush University*
STEPHANIE WILLIAMS, *AUPHA*

Are you joining the Health Administration, Management & Policy Centralized Application Service (HAMPCAS), currently participating, or want to learn more? Join us for a dynamic overview of the service, including a live demonstration of the admissions and application portals, an update on what's new for the next cycle, and an overview of HAMPCAS user resources. Learn how to get the most out of the service and hear first-hand, from your colleagues and current HAMPCAS participants, how HAMPCAS has affected their applicants, admissions staff and program. Time for Q&A and discussion will be provided.

The Post-Graduate Fellowship Chase: Best Practices, Pitfalls, and Improvements that Could Help

Bonsai 1 & 2

DIANE HOWARD, PhD, *Rush University*
CHRISTY LEMAK, PhD, *University of Michigan*
ANA MARIA LOMPERIS, PhD, *Saint Louis University*
THOMAS VAUGHN, PhD, *University of Iowa*
DANIEL ZISMER, PhD, *University of Minnesota*

Post-graduate fellowships are often viewed as the portal to leadership positions in US health systems. Yet the annual "fellowship chase" has become more challenging with the following factors: earlier and earlier application deadlines; no coordination of deadlines across sites; no external ranking system of how competitive individual sites are; recommendation letters required for all applicants vs. just applicants invited for interviews; most sites requiring a letter from the program director; and late postings of fellowship information on organizational web sites. Representatives from graduate programs that place significant numbers of students in post-graduate fellowships will engage in a lively discussion about what works best, what pitfalls to avoid, and how the fellowship application process can be improved for students, faculty, and fellowship sites alike.

CLOSING GENERAL SESSION & RECEPTION

3:30 pm - 5:00 pm

Serra Ballroom

Studer Group Forum
A Conversation with Rhonda Scott

RHONDA SCOTT, PhD, RN, *Chief Nursing Officer & Executive Vice President, Grady Health System*

Dr. Scott will be interviewed by Ken Johnson, PhD, Chair of the AUPHA Board of Directors. As an award-winning leader in improving patient, physician, and nursing satisfaction, Dr. Scott will discuss best practices involved in providing quality patient care. *Forum immediately followed by the Closing Reception.*

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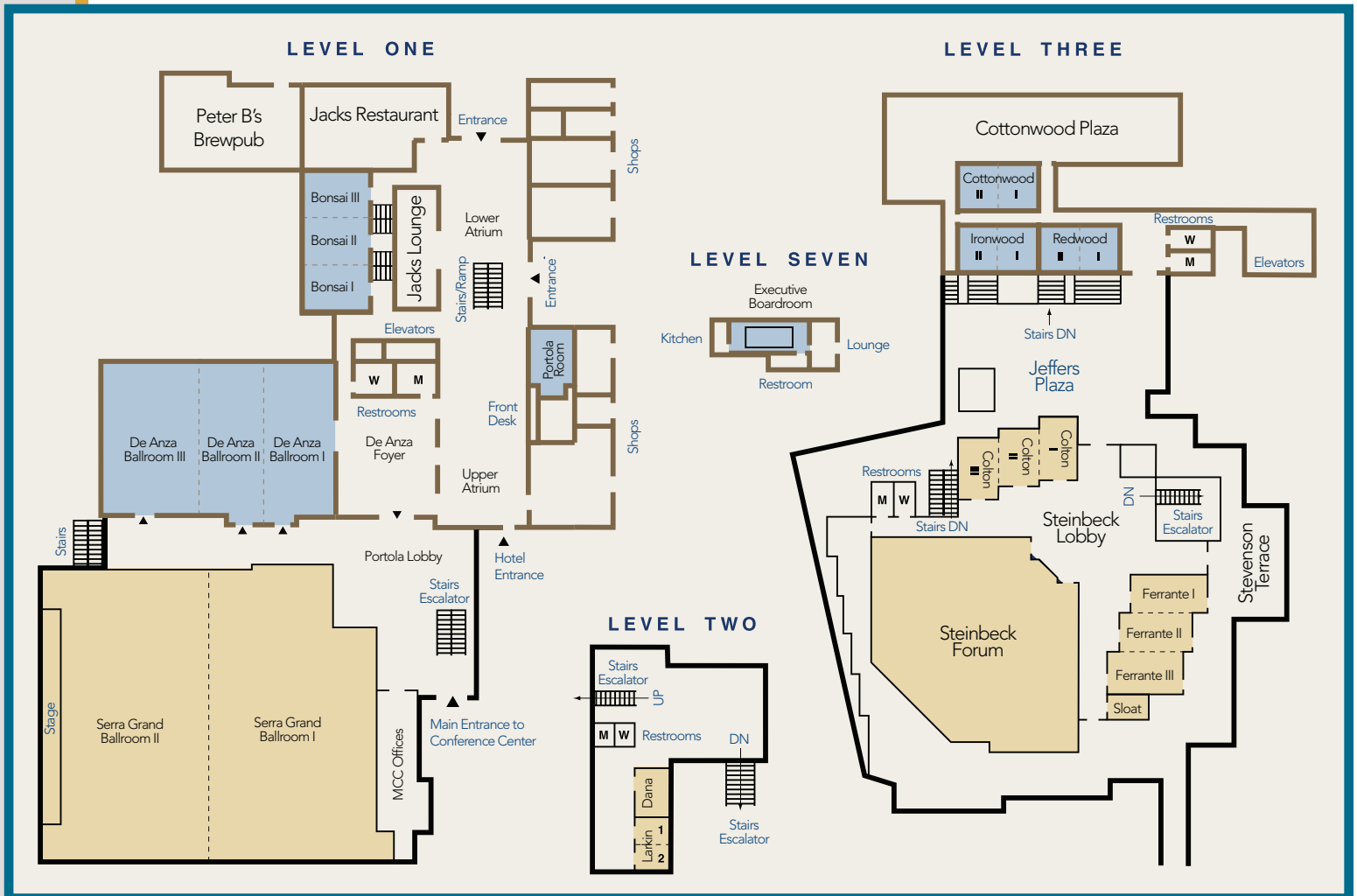
8:00 am - 9:30 am

Lower Atrium

Farewell Breakfast

Say goodbye to your friends and colleagues as the 2013 Annual Meeting comes to a close.

Hotel Map



Posters on Display:

Wednesday, 12 pm - 4 pm

Thursday, 7 am - 5 pm

Friday, 7 am - 3 pm

Poster Prizes provided by:**HealthAdministrationPress**

Foundation of the American College of Healthcare Executives

A Survey of Disparity, Proficiency, and Competency Curriculum in Undergraduate Health Administration Programs in the United States

Amy Dore, DHA, Metropolitan State University of Denver

Assessing the Value of Program Relationships with Alumni

Robert McGrath, PhD, and Olivia O'Hara, University of New Hampshire

Assessment of Competence Following Student Participation in a Patient-Centered Medical Home Demonstration Project-Practicum in Primary Care

Sandi Lane, PhD, and David Williams, PhD, Appalachian State University

Attitudes Towards Interprofessional Healthcare Teams: A Multidisciplinary Student Perspective

Chris Garcia, PhD; Kevin LaFrance, PhD; and Daniel Dominguez, PhD, University of the Incarnate Word

Building Student Confidence through a Professional Marketing Exercise

Brenda Freshman, PhD, California State University-Long Beach; Carol Molinari, PhD, University of Baltimore

Can Overconfidence in Cultural Competence Explain Training Resistance?

Tondra Moore, JD, PhD, Texas State University-San Marcos

Career Progression of Graduates of a Bachelors Degree Program in Health Services Administration

April Temple, PhD, and Jon Thompson, PhD, James Madison University

Change Management in an Era of Broad Sweeping Change: What it Takes to be Successful after the Implementation of the ACA

John Cantiello, PhD, and Jay Shiver, MHA, George Mason University; Renee Hotchkiss, PhD, Georgia Southern University

Connecting Great People with Great Ideas through Powerful Professional Learning Communities

Denise Hill, JD, MPA, Des Moines University

Crossing Borders: Learning from Each Other

Ethel Elkins, DHSc, University of Southern Indiana

Development of a Survey to Assess Doctor-Patient Communication and Patient Expectations in a Community-Based Health Center Serving Low Income Patients: An Honors Student Project

Jessica Williams, PhD, Allison Allen, and Elizabeth Veasey, University of Alabama at Birmingham

Early Training for Health Care Providers to Promote Meaningful Advance Care Planning Conversations with Patients

Julie Agris, PhD, Hofstra University and Hofstra North Shore; Judith Brenner, MD, Hofstra North Shore

Ethical Theory and the Lack of Advancement for Mature Women: Implications for Health Administrators

Hengameh Hosseini, PhD, Pennsylvania State University-Harrisburg; Diana Spokus, PhD, Pennsylvania State University

Evaluating Saudi Arabian Student Performance in a Traditional Health Care Administration Program

Patrick Hermanson, DHA, and Tracy Farnsworth, EdD, Idaho State University

Exploring the Cultural Considerations of the Long-Term Care Workforce Shortage Crisis

Laurie Shanderson, PhD, MPA, Richard Stockton College of New Jersey; Dale Sanders, DO, MBA, Alma College

Great Ideas: Connecting Health Systems Constructs Across the Curriculum

Anne Hewitt, PhD, Nalin Johri, PhD, Stephen Wagner, PhD, and Vincent Farinella, MHA, Seton Hall University

Health Care Leadership 2.0: Using Social Media for Leadership Development

Leigh Cellucci, PhD, Susie Harris, PhD, Bonita Sasnett, EdD, and Xiaoming Zeng, MD, PhD, East Carolina University

Healthcare Management Education: An Examination of Trends in Competency-Based Accreditation

Kevin Broom, PhD, and Suzanne Wood, PhD, Saint Louis University; Carla Sampson, MBA

Healthcare Reform and the Stock Market: Economic Impact, Growth Opportunity, and Private Sector Investors

Nathan Dong, PhD, Columbia University

How are You “Accounting” for their Prerequisite? Graduate Student Healthcare Finance Success

Cristian Lieneck, PhD, and Michael Nowicki, EdD, Texas State University-San Marcos

Leadership Characteristics: Which Ones are Really Important?

S. Kevin Collins, PhD, Southern Illinois University-Carbondale

Middle Managers: The Unsung Heroes in Transforming Healthcare Organizations

Alan Belasen, PhD, and John Huppertz, PhD, Union Graduate College; Barry Eisenberg, PhD, SUNY-Empire State College

Online Case Study on Crisis Management: When the Firestorm Erupts

Deborah Peters, MS, Diane Duin, PhD, and Lyle Seavy, PhD, Montana State University Billings

Opening More Than Just a Bag

Michele McGowan, ABD, Kings College

Strategies for Teaching in a Triple Threat MHA Program: Executive, Compressed, and Hybrid

Suzanne Wood, PhD, Cynthia LeRouge, PhD, and Steven Howard, PhD, Saint Louis University

Successes and Challenges of a MHA Distance Learning Program at the University of Cincinnati

Joan Murdock, PhD, University of Cincinnati

Teaching Clinical Medicine to Health Care Administration Students

Edward Hooker, MD, PhD, Xavier University

The Ambidextrous Leader: An Integrated Model of Healthcare Management for the Future

Barry Eisenberg, PhD, and Alan Belasen, PhD, SUNY Empire State College

The Impact of a Peer-to-Peer Mentoring Program in a Health Services Administration Department

Frederick Browne, PhD; Chelsea Holland; and Andrea Manis, Xavier University

The Successful Innovative Teaching Tools YOU Need to Introduce to YOUR Class or Program

(presented by the Innovative Teaching Faculty Forum)
Laurie Shanderson, PhD, MPA, Richard Stockton College of New York; Eileen Morrison, EdD, Texas State University-San Marcos; Stephen Duarte, EdD, Concordia University-Irvine; David Masuda, MD, University of Washington

The Use of Innovative Tools in Health Administration Courses

Xinliang “Albert” Liu, PhD, and Bernardo Ramirez, MD, University of Central Florida

Using a Capstone Course Exercise as Validation of Mission, Goals and Competencies

Keith Benson, PhD, and Michael Matthews, PhD, Winthrop University

Using Portfolios to Promote, Support, and Evaluate Learning in an Undergraduate Healthcare Leadership Course

Tracy Farnsworth, EdD, and Patrick Hermanson, DHA, Idaho State University

Utilization of an Experiential Learning Activity to Enhance the Understanding of the Rural Health Care System

Grishma Patel Bhavsar, MPH, and Amy Brock Martin, DrPH, University of South Carolina

What is the Role of Emotional Intelligence? Canadian Healthcare Leader’s Views on Leadership Competencies

Brenda Gamble, PhD, and Paul Yelder, PhD, University of Ontario Institute of Technology; Oleana Kapral, MA, University of Ottawa; Winston Issac, PhD, Ryerson University

What’s Important to Healthcare CEOs: A Strategic Succession Planning Survey of Tennessee CEOs

Charles Wainright, PhD, and Grady York, EdD, Belmont University

Posters and Presentations Online:

Need a copy of that presentation? Want another look at that poster? All presentations and posters submitted to AUPHA are available on the AUPHA Network at network.aupha.org.

You can find them under Resources in the 2013 AUPHA Annual Meeting library. All meeting materials will be available through December 31, 2013, at which time they will be archived for AUPHA members.

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Studer Group® works with over 850 healthcare organizations in the US and beyond, teaching them how to achieve, sustain, and accelerate exceptional clinical, operational, and financial outcomes. We work to bring Structure and focus to organizations through the creation of cultures of accountability and help set them up to be able to execute quickly. And with the rapid changes occurring in our industry due to the Patient Protection & Affordable Care Act ushering in the pay-for-performance era, this ability has never been more critical.



As the metrics our industry publicly reports get expanded—and as reimbursement is increasingly tied to these results—organizations are forced to get progressively better at providing top quality care with fewer dollars. We help organizations install an execution framework called Evidence-Based LeadershipSM (EBL) that aligns their goals, actions, and processes. This framework creates the foundation that enables them to transform the way they provide care in this era of rapid change. Ultimately leading to make healthcare a better place for employees to work, physicians to practice medicine and patients to receive care.



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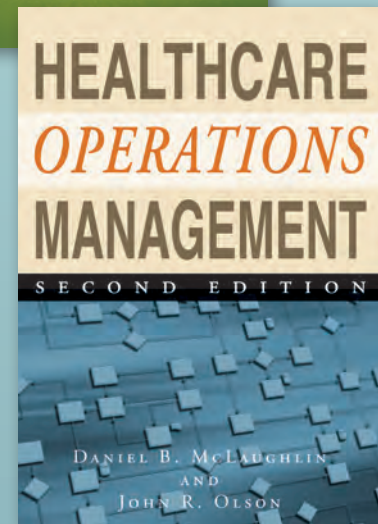
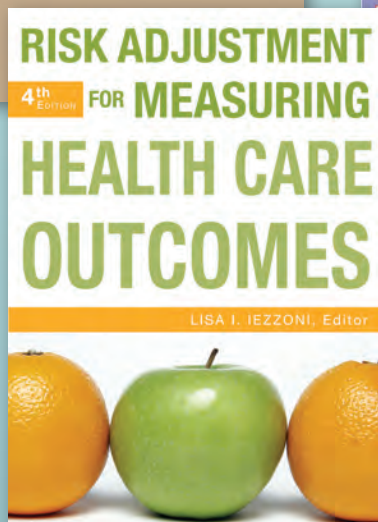
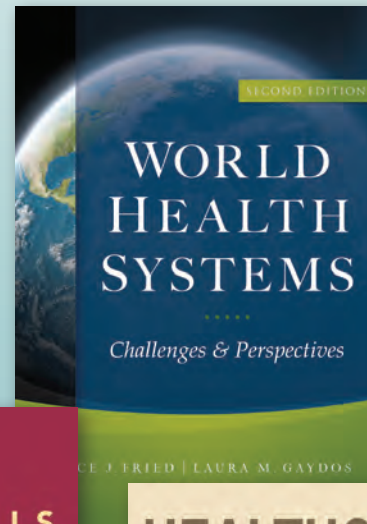
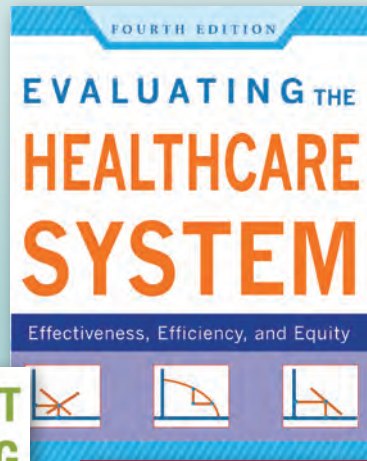
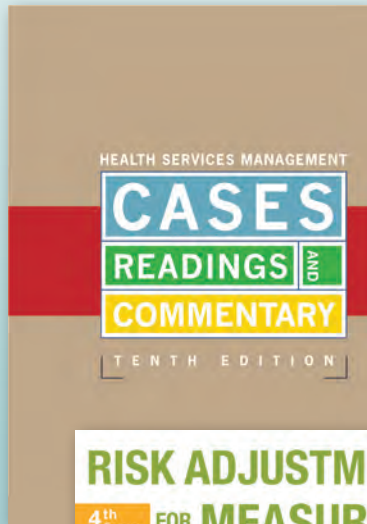
BRONZE

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-LaTanya Chapman McLeary

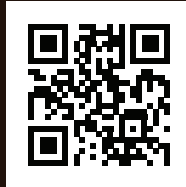


"I spent a fair amount of time researching available distance learning Master in Health Administration (HA) programs. I was looking for a program that provided breadth of education to support flexibility in career choices. [The RFUMS] Health Administration program offered that along with an interprofessional approach and tuition costs that were modest relative to comparable programs. Diversity is encouraged at RFUMS and as an older student, I really appreciate this."

-Douglas Rose M.D.

www.rosalindfranklin.edu

Program Director: Diane R. Bridges MSN, RN, CCM
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At RFUMS, we offer options so students can select the education to best meet their goals. The Health Administration curriculum is designed to equip individuals with the knowledge and skills to integrate best business practices to meet the challenges of a complex healthcare delivery system. The program offers students an individualized plan of study reflective of their specific educational needs and culminates in a graduate degree or certificate. With an interprofessional approach, we bring together a variety of professionals in the allied health, podiatric and medical programs as well as practicing physicians, nurses, lawyers, educators and managers in the field of healthcare. Graduates have found positions in the fields of project management, education, healthcare policy, marketing, financial analysis and management positions in many healthcare settings.

Strengths:

Flexible

- Distance education format accommodates your busy schedule.
- No real-time or on-campus requirements; virtual classroom discussions occur asynchronously—that is, students participate in ongoing interactions with faculty and classmates at any time from any location.
- Graduate degree can be completed in two years with part-time enrollment, four quarters with full-time enrollment.

Online Education

- All students receive orientation and training for online learning and our program.
- Committed faculty who are experts in their field and are experienced in distance teaching and learning methodologies.
- Innovative teaching strategies that assist students with their development as leaders in healthcare.
- Student-to-faculty ratio optimized for effective online learning.

Interactive

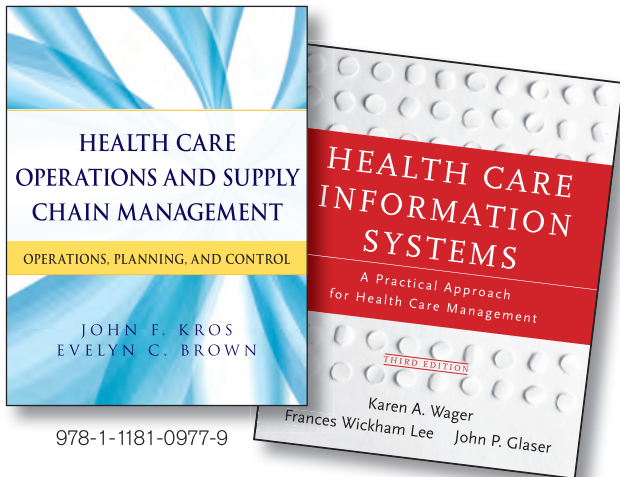
- Ongoing, individualized guidance and counseling to assist the student in meeting his/her educational goals.
- Mentorship in joining our chapter Upsilon Phi Delta Honor Society and professional organizations.
- Opportunities to network with various healthcare professionals.

Options:

We understand each student has specific goals and motivations for advancing their education; therefore, we offer an MS program and two certificates in Health Administration.

- Master of Science Program in Health Administration: Intended to augment students' education and professional experience with business acumen to better plan for and respond to changes in the healthcare industry. *This option requires 42 quarter hours.*
- Certificate in Health Administration: Geared toward those seeking to advance their knowledge of health administration on select topics that meet their professional career goals. *This option requires 12 quarter hours.*
- Certificate in Health Administration – Public Health Emphasis: A defined series of four courses designed to advance the student's knowledge in health administration with an emphasis in public health issues. *This option requires 12 quarter hours.*

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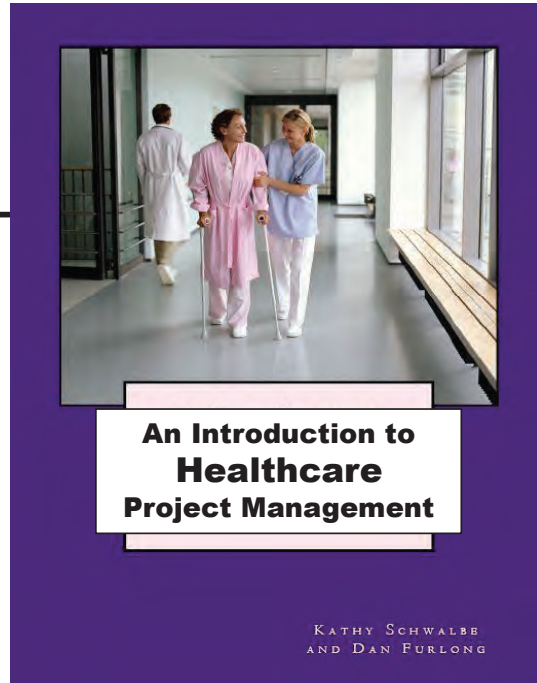


Professor Kathy Schwalbe, author of *Information Technology Project Management, Seventh Edition* and *An Introduction to Project Management, Fourth Edition*, has teamed up with Dan Furlong to provide this much-needed text for healthcare students and professionals. Dan manages the Project Management Office for the Medical University of South Carolina and also teaches project management in their Master in Health Administration program.

Unique Features:

- Uses the Project Management Institute's PMBOK® Guide, Fifth Edition (2013)
- Provides in-depth examples for initiating, planning, executing, monitoring and controlling, and closing healthcare projects
- Includes over 60 template files and samples of important project documents (a business case, project charter, scope statement, project schedule, change request, quality control charts, etc.)
- Features in each chapter provide real-world examples and references, including Opening Cases and Case Wrap-Ups, examples of What Went Right, What Went Wrong, Media Snapshots, Best Practices, Video Highlights, and Healthcare Perspectives related to project management
- Includes a Brief Guide to Microsoft Project 2013, the most popular project management software today
- Provides healthcare industry case studies, discussion questions, exercises, and other teaching resources
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